



https://upload.wikimedia.org/wikipedia/commons/1/12/Pink_Balls_Montreal.jpg

CDNS 1002: What Makes Our Cities Tick? Contextualizing Urban Praxis in Canada and Abroad

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Location of first class: SA 517 (Southam Hall)

Class will meet in different location across campus. These will be posted in CU Learn

Time: Thursdays, 11:35-13:25 // Tutorials 13:35-14:25 or 14:35-15:25

Office hours Thursdays 13:45-15:45 (1203 Dunton Tower)

Many urbanites and suburbanites experience urban dwelling primarily as a commute through the city. People know the paths between their homes and places of work and study, rarely taking the time to explore, intentionally intervene in, and change streets, squares, and courtyards. This course will show

you that – rather than only a passive commute – living in the Canadian city can be a meaningful spatial *practice*.

Our ambition is to sensitize and provoke careful reflection about cities in general, and about Ottawa in particular. By looking at the city as a multi-layered environment that can be read, interpreted, and transformed to create compelling narratives, this course will offer you the opportunity to turn seemingly disparate, and even mundane, aspects of the city into engaging urban stories. To this end, we will consider different methods of viewing and documenting the city, and learn how to deploy creative means to change how places are perceived and used.

In keeping with the theme of storytelling, we will adopt a creative approach to active learning by asking you to develop your own practice in thinking about space and place through *making*, alongside the habitual academic modes of reading, writing and discussing. A series of interrelated assignments will help you mobilize three key skills: observation, documentation, and critical commentary. The assignments will introduce you to a form of urban practice that will enable you to cultivate the tools you will need to become more astute, creative urban citizens.

Assignments will be a combination of traditional response papers, photo-essays, collages, and drawings. Although you will be graded primarily on the level of your intellectual engagement with the subject matter, attentiveness to graphic composition and craft will be part of the grading rubric. We recognize that pursuing multimedia techniques is atypical for most undergraduate programs in the humanities, but please rest assured that the instructor, the teaching assistant, and the staff of the Carleton University Art Gallery (CUAG) will be available during tutorials, office hours, and Gallery studio sessions to help with conceptual and technical questions. The skills you learn in this course will allow you to develop unique assignment responses throughout your university career, and will open the doors for you to engage with your physical environment in socially responsible and satisfying ways.

Another significant component of the course will be its shifting location. Weather and space permitting, class will meet in different locations across the Carleton campus. A fresh space has the potential to change the class dynamic in significant ways. Those who are new to Carleton will become intimately familiar with a variety of unexpected campus sites, and will begin to see the campus, and by extension the city, as a place of learning and potential cultural and political engagement. Locations will be tailored to help illuminate that day's lecture topic, and will always be announced in class or posted on CU Learn. Please inform me if you have mobility or other issues so that I can make sure class locations are accessible and comfortable for all students.

Tutorial

Weekly lectures will be complemented by hour-long weekly tutorials lead by the Teaching Assistant, during which you will discuss the assigned readings with your classmates, and develop your assignments. The tutorials are intended to give you opportunities to sharpen your understanding of the course content, to prepare for the mid-term exam, and more generally, to develop your critical thinking skills. The class will be divided into two groups. Group 1 will meet Thursdays 13:35-14:25 and Group 2 Thursdays 14:35-15:25. **Attendance and participation in tutorials is mandatory and will determine the bulk of your participation grade.**

Assignments and Mid-Term Examination

Assignment 1 – Northern Lights: Go to Parliament Hill at 9:00pm any day before September 12th to watch the Northern Lights graphic projection.

For updates on cancellations see the Facebook page: <https://www.facebook.com/SoundAndLightShow>.

For teasers, see: https://www.youtube.com/watch?v=a_QnQMx67Pg

The show features a series of complex architectural and historical projections that aim to tell an abbreviated story of Canada's colonial history. As you watch the projection, your task will be to insert yourself into the narrative by **taking a selfie** at a specific location and moment that will allow you to tell a thoughtful story of your relationship to the official narrative presented. Think about how you place yourself *within* or *against* the dominant narrative. The selfie will be the starting point for a carefully considered **300 word blog post**. You may wish to watch a teaser and see some of the online images of the projection beforehand in order to arrive on the scene with a stronger intuition about what position you may want to taken vis-à-vis the narrative. See: <http://canada.pch.gc.ca/eng/1431092517027>

Short 2 minute presentations made during your tutorial session will wrap up the assignment. Remember to **upload your selfie and your blog post to CU Learn** using the following file name and format: Last Name_First Name_Selfie.jpeg and Last Name_First Name_Blog.docx. **Files submitted late, mislabelled or in unknown file formats will not be accepted.** Your TA will put together a short presentation that will automatically advance your images. You will have exactly 2 minutes to speak, so please practice your presentations in advance.

Assignment 1 DUE DATE: 11:00 AM, before Class 3, September 17

Assignment 2 - Typologies: For your second assignment you will need to travel through Ottawa documenting one type of object or phenomenon. You are asked to take 50 photographs of different examples of one object type found in different parts of the city, and to keep track of the locations on a Google map. The possibilities are endless and you are encouraged to be attentive to scale and to differences across objects or phenomena of the same type. Among the numerous typological possibilities to choose from are doors, fences, water, screws, toilets, paving, car lights, faces, sky-scapes, rooflines, views out (and/or reflected by) the window, etc., etc.. The idea is to generate a mass of images from which you will select the most “eloquent” examples to create a stylistically and thematically coherent photo-essay that uses image and text to reflect upon the theoretical material covered in the assigned readings, lectures, and tutorial discussions. This photo-essay will be accompanied by a map allowing the reader to locate the sites of your photographic research and to understand the spatial relationships between the typological examples. Early in the semester, you will start to work closely with the Carleton University Art Gallery to gain exposure to the University’s rich collection that includes urban photography. Details about the length, composition and material that needs to be covered will come in a separate handout that will be distributed during Class 3.

Important Note: You are not expected to have any previous experience with graphic art, cyber-mapping or photography.

Assignment 2 DUE DATE: 11:00 AM, before Class 8, October 22

Mid-term Examination during Class 9, November 5: Although there will not be a formal final for this class, we will administer an in-class mid-term examination that will cover assigned readings, lectures, and tutorial discussions. Your TA will review sample questions and main topics before Fall Break so that you have ample time to study for the exam.

Final Assignment – Urban Game: Building on the documentary and mapping skills you developed in assignment 2, this final assignment also emphasizes practice-based research. You will be asked to create an urban board game, a comic strip that proposes a foundational urban myth for Ottawa, a map representing a city walk, and a biography of one building featured in the other components of the assignment. Through several meetings at the gallery, you will learn about Carleton’s collections of urban art and will receive the studio support (i.e., help with making) to move the project along. This form of classroom engagement will give you the opportunity to learn through a range of modalities, with an emphasis on practice-based research and a synthesis of the theoretical knowledge and practical skills you gained throughout the course. There will be an important written component to the assignment.

The submission of the final assignment will be a combination of physical collage work and drawings done during workshops at the Art Gallery as well as digital manipulations. You will receive a handout with an extremely detailed project brief as well as a rubric showing you how the project will be graded during class 8. Examples of urban board games, maps and relevant comic strips will be shown during the lecture to clarify the expectations for this assignment and inspire you to be both playful and critical.

Assignment 3 DUE DATE: December 15, midnight. This deadline is NON-NEGOTIABLE

Evaluation

Assignment 1 (due Class 3, September 17)	10%
Assignment 2 (due Class 8, October 22)	15%
Assignment 3 (due December 15)	25%
Mid-term exam (Class 9, November 5)	25%
Tutorial attendance and participation	25%

We will distribute detailed grading rubrics for selected assignments.

Late assignment penalty: 5% per day (including weekends). If you need an extension for medical reasons, because of pregnancy, a religious obligation, or if you have any other concerns about the assignment deadlines, please speak to the instructor as soon as possible.

Spelling, grammar, citation format, and presentation will impact your grade.

Research Assistance

The Library website maintains a webpage related to Canadian Studies. The reference contact for Canadian Studies questions is Martha Attridge Bufton 613-520-2600 x2985.

Academic Integrity

The following texts are part of Carleton's academic integrity and equity policies:

Plagiarism: Plagiarism is a very serious academic offence. It occurs when someone tries to pass anyone else's work as their own. It occurs when a student either a) directly copies more than one of two sentences of another's written work without acknowledgement; or b) closely paraphrases the equivalent of a short paragraph or more without acknowledgement; and c) borrows, without acknowledgement, any ideas in a clear and recognized form, in such a way, as to present them as the

student's own thoughts, where such ideas, if they were the student's own would contribute to the merit of his or her work.

Instructors who suspect plagiarism are required to submit the paper and supporting documentation to the Department Chair, who will refer the case to the Dean. Students are reminded that plagiarism can result in a range of penalties including failure in the course. It is in the student's best interests to keep all of their research papers intact after handing in papers.

Resubmission of Work: Prior approval of the instructor must be obtained if you intend to submit work that has previously or concurrently been submitted, in whole or in part, for credit in any other course.

For more details see the Academic Integrity Policy <http://www1.carleton.ca/senate/ccms/wp-content/ccms-files/Academic-Integrity-Policy.pdf>

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable) at <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at:

<http://www2.carleton.ca/equity/>

CLASS SCHEDULE

Please note that this is a **DRAFT** schedule. **Readings, discussion topics, or dates of class workshops WILL CHANGE DURING THE COURSE OF THE SEMESTER** as we determine the areas of our joint interests and assess the progress of our work. All changes to the schedule will be announced in class and posted on CU Learn. I will do my best to announce any new or changed readings two weeks before class. If you have missed a class, please check CU Learn to confirm the readings for the week.

Readings will be posted by the library on the ARES portal: <https://libares01.carleton.ca/>

Class 1: September 3, 2015
Introductory Class (no readings)

Class 2: September 10, 2015
Space, Place, and the Body

Required readings:

Tim Cresswell, "Introduction: Defining Place," in *Place: An Introduction* (Wiley, 2015), 1-18.

Class 3: September 17, 2015
Carleton Art Gallery Collections Lecture

Assignment 1 DUE // Assignment 2 distributed

George Perec, excerpts from "Space" and "The Street," in *Species of Spaces and Other Pieces* (London: Penguin 1997).

Additional readings will be posted on CU Learn 1 week in advance of the class.

Class 4: September 24, 2015

Affect, Emotion, Trauma, and the City (Guest lecture by Dr. Sophie Tamas)

Sophie Tamas, "Scared kitless: Scrapbooking spaces of Trauma," *Emotion, Space and Society* 10, no. 1 (2014): 87-94.

Additional readings will be posted on CU Learn 2 weeks in advance of the class.

Additional Required Reading (in preparation for a discussion of Assignment 1):

Christopher Thomas, "Shifting soil: agency and building type in narratives of Canada's 'First' Parliament," in *Architecture and the Canadian Fabric*, ed. Rhodri Windsor Liscombe (Vancouver: UBC Press, 2011), 171-195.

Class 5: October 1, 2015

The Need for a Commons

Derek Wall, "Chapter 1: Commons Ecology," in *The Commons in History: culture, conflict, and ecology* (Cambridge, MA: The MIT Press, 2014), 1-42; 137-144.

Don Mitchell, excerpt from "The End of Public Space? People's Park, the Public, and the Right to the City," in *The Right to the City: Social Justice and the Fight for Public Space* (New York: Guilford Press, 2003), 130-151.

Andrew Herscher, "Unreal Estate: An Introduction," in *The Unreal Estate Guide to Detroit*, (Ann Arbor, MI: University of Michigan Press, 2012).

Class 6: October 8, 2015

A Critical Look at Urban Interventions

Andrew Pask, "Public Space activism, Toronto and Vancouver: Using the Banner of Public Space to Build Capacity and Advance Change," in *Insurgent Public Space: Guerrilla Urbanism and the Remaking of Contemporary Cities*, ed. Jeffery Hou (New York: Routledge, 2010), 227-240.

Teresa M. Mares and Devon G. Peña, “Urban Agriculture in the Making of Insurgent Spaces in Los Angeles and Seattle,” in *Insurgent Public Space: Guerrilla Urbanism and the Remaking of Contemporary Cities*, ed. Jeffery Hou (New York: Routledge, 2010), 241-254.

Class 7: October 15, 2015

Protest Tour of Ottawa by Brian McDougall

Readings will be posted on CU Learn 2 weeks in advance of the class.

Class 8: October 22, 2015

Assignment 2 DUE // Assignment 3 DISTRIBUTED

Tactical Urbanism

Mike Lydon and Anthony Garcia, “Disturbing the Order of Things,” in *Tactical Urbanism: Short Term Action for Long-term Change* (Washington: Island Press, 2015), 1-23.

Blaine Merker, “Taking Place: Rebar’s Absurd Tactics in Generous Urbanism,” in *Insurgent Public Space: Guerrilla Urbanism and the Remaking of Contemporary Cities*, ed. Jeffery Hou (New York: Routledge, 2010), 45-58.

[NO CLASSES OCTOBER 29 -- READING WEEK]

Class 9: November 5, 2015

MID-TERM EXAMINATION IN CLASS

Class 10: November 12, 2015

Assignment Development and Workshop at CUAG

No readings, please use your time to prepare for the workshop.

Class 11: November 19, 2015

Urban Commemorative Landscapes: Theories and Meanings

Ruth Phillips, "Settling Monuments, Indigenous Memory: Dis-membering and re-membering Canadian Art History," in *Settling and Unsettling Memories: Essays in Canadian Public History* (Toronto: University of Toronto, 2011)

Andrew Herscher, "Political Activism in Post-Yugoslavia: Heritage, Identity, Agency," in *Sensible Politics: The Visual Culture of Nongovernmental Activism*, ed. Meg McLagan and Yates McKee (New York: Zone Books, 2012), 470-489.

Class 12: November 26, 2015

Ottawa's Museums and Monuments as Spatial Narratives

Andrew Ives, "Museography and Narratives of Nation-Building: Deconstructing the Canadian War Museum," *Cercles* Vol 24 (2012): 118-131.

Katarzyna Rukszto, "Haunted Spaces, Ghostly Memories: The Canadian War Museum," *Third Text* Vol. 22, No. 6 (November 2008), 743-754.

Class 13: December 3, 2015

Summary Class // Assignment 3 development